DOCUMENT RESUME

ED 133 982 EC 092 992

AUTHOR Prickel, Don
TITLE Identification, Evaluation, and Remediation of Perceptually Handicapped Children: Moving to Learn, Learning to Move.
NOTE 35p.; Best Available Copy

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Elementary Education; *Learning Activities; Learning Disabilities; Motion; *Perceptually Handicapped; Remedial Instruction; *Teacher Developed Materials; Teaching Techniques

ABSTRACT

Provided is a collection of activities for use with elementary level students who manifest perceptual handicaps. Some physical fitness stunts and visual and auditory assessment checklists are included with the pencil and paper exercises. (IM)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED133982

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

XAVIER UNIVERSITY

IDENTIFICATION
EVALUATION and
REMEDIATION
of
Perceptually Handicapped
Children

Don Prickel
The Marianne Frostig Center
of Educational Therapy

EC 092992

ATTRIBUTES OF MOVEMENT*

COORDINATION AND RHYTHM - THE SIMULTANEOUS AND COORDINATED USE OF SEVERAL MUSCLES OR MUSCLE GROUPS. RHYTHM DENOTES FLOWING, MEASURED, BALANCED MOVEMENT

AGILITY - THE ABILITY TO INITIATE MOVEMENT, CHANGE DIRECTION, OR OTHERWISE ADJUST POSITION, SPEEDILY.

FLEXIBILITY - THE ABILITY TO MOVE PARTS OF THE BODY EASILY IN RELATION TO EACH OTHER WITH MAXIMUM JOINT EXTENSION AND FLEXION.

STRENGTH - THE FORCE EXERTED WITH THE WHOLE BODY OR WITH PARTS OF IT.

SPEED - THE TEMPO ACHIEVED DURING A MOVEMENT SEQUENCE.

BALANCE - THE ABILITY TO MAINTAIN A POSITION WITH MINIMAL CONTACT WITH A SURFACE.

STATIC - BALANCE IN WHICH THE SURFACE IS STABLE AND THE PERSON IS NOT MOVING.

DYNAMIC - THE ABILITY TO MAINTAIN A POSITION ON A MOVING SURFACE.

OBJECT - THE ABILITY TO USE A MINIMAL SURFACE TO SUPPORT AN OBJECT WITHOUT LETTING IT FALL.

ENDURANCE - THE ABILITY TO SUSTAIN PHYSICAL ACTIVITY AND RESIST MUSCULAR FATIGUE. (DO NOT RATE CHILDREN UNDER EIGHT YEARS OF AGE.)

BODY AWARENESS - AN AWARENESS OF "THE BODY AS IT IS FELT."

REFERENCES

*Frostig, M. Movement Education: Theory and Practice. Chicago: Follett Educational Corporation, 1970.

Frostig, M. and Maslow, P. Move-Grow-Learn: Movement Education Activities. Chicago: Follett Educational Corporation, 1969.

Guilford, J. P. A System of Psychomotor Abilities, American Journal of Psychology, 1958, pp 164-174.

Nicks, D. C. and Fleishman, E. A. What Do Physical Fitness Tests Measure? A Review of Factor Analytic Studies. New Haven, Connecticut: Yale University, 1960.

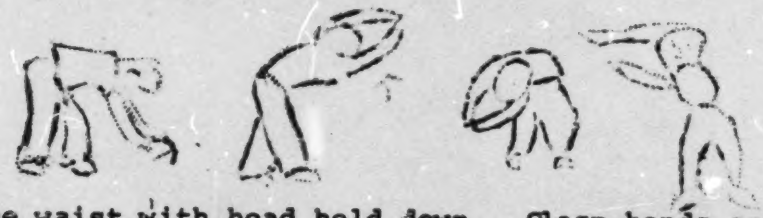
Orpet, R.E. and Meustis, T. Move-Grow-Learn Movement Skills Survey. Chicago. Follett Educational Corporation, 1971.

Piaget, J. The Origins of Intelligence in Children. New York: International Universities, Press, 1952.

Roberts, Lamar. Central Brain Mechanisms in Speech. Brain Function. Vol. III. Speech, Language, and Communication. (Ed. E. C. Carterette). Berkeley: University of California Press, 1966.

FITNESS STUNTS FOR FLEXIBILITY

Elephant



1. Bend at the waist with head held down. Clasp hands and hold them straight down to form the trunk of an elephant.
2. Hold arms rigid and twist body from side to side.

Suggestion: Many other animals may be easily imitated such as rabbits dogs, frogs, kangaroos, and horses.

Windshield Wiper

1. Stand with arms over head, palms together to resemble a windshield wiper.

2-4. Bend from side to side at the waist to wipe the windshield clean

Suggestions: To get the children to bend more, tell them they are cleaning a very big windshield.

Swaying Tree

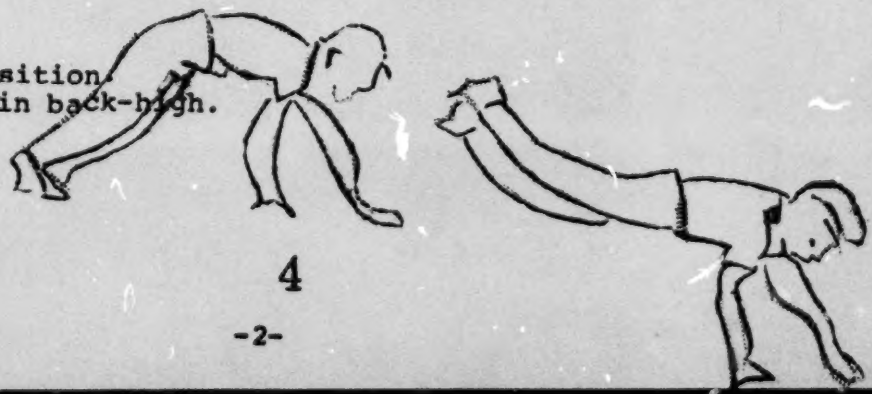
1. Stand with arms outstretched above head to represent the limbs of a tree.

2-3. The tree sways in the wind!

FITNESS STUNTS FOR ARM AND SHOULDER STRENGTH

Mule Kick

Assume all fours position.
Kick both legs out in back-high.



Flying Bird

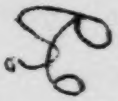
1. Stand erect with arms held straight.
2. Keep arms straight and move them up and down forcefully, meanwhile bending the knees slightly in a rhythmic motion. Children may move forward as they "fly."

Partner Push-Up

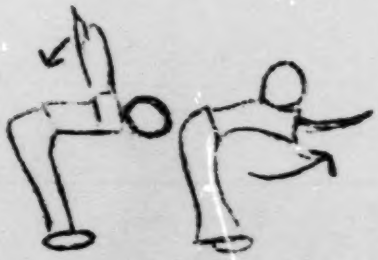
1. Prepare position as shown.
2. Push-up from knees, keeping back straight. Change positions so other person has a turn.

Frog Hand Stand

Squat with hands flat on the floor, elbows inside knees and pressed against them. Lean forward slightly, transferring the body weight onto the hands and elbows until the feet swing clear of the floor. Keep head well up and point toes backward. If balance forward is lost, student goes into forward roll.



The Swinging "L"



1. Start as shown, standing with feet slightly apart.

2. Swing arms to horizontal, raising head, keeping back straight, and knees straight.

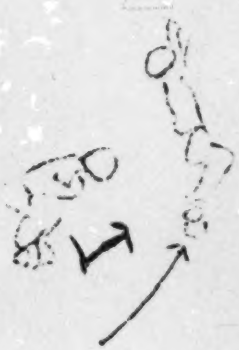
Turn Under

Partners (of approximately the same size) join both hands. Swing b oth arms in an upward arc. Start turning the body in the same direction the arms are swung. Continue turning until both are back to original position. Hands are kept joined the entire time.

FITNESS STUNTS FOR LEG STRENGTH AND AGILITY

Missile-Man

Cross arms, chest high. Squat down. Jump up into air, extending one leg forward on landing.



Some may respond by falling-they should be encouraged to get weight directly over legs and to jump up before extending leg. Some may unclasp arms; this may help maintain balance and makes no difference.

Variations : Do a series, turning in a circle. Extend leg sideward. Do combinations of forward and sideward leg extensions. Might be called Bottle-Capping if done in a series.

Jump and Touch Heels

From a standing position, jump up in the air, bending knees and extending lower legs to the rear. Reach back with hands and slap heels while in air.

FITNESS STUNTS FOR FLEXIBILITY

Thread the Needle

From a standing position, bend over at the waist, lock hands in front. Step through with one foot, then the other. Step back.

APPARATUS ACTIVITIES

Low Chinning Bar. Objective: to develop increased muscular control, arm, shoulder and stomach strength.

Activities : (1) Modified Upll Up-Stand facing bar, grasp bar with palm down grip, bend at knees and walk under bar while maintaining grasp ending up in position of arms extending and perpendicular to floor and back straight, legs bent at knees. Then pull up with arms until chin touches bar. Do this as many times as possible. (2) Stand at one end of chinning bar, crouch under bar and grasp bar with both hands (one on either side). Using a hand over hand method, the body is pulled by the hands from one end of the chinning bar to the other with the legs and feet dragging. (3) Teacher draws line on the floor about two feet from one end of bar, continuing line along length of bar but increasing the distance from the bar. The participant places both hands on the bar and extends body until feet are on other side of line. He then moves hands and feet from one end of bar to other trying to keep the feet on the outside of the line. The line can be redrawn to accomodate different sizes of participants. (4) Skin the Cat - Grasp bar with palms down grip, bend knees until arms are extended, swing legs up in front of and between arms and drop to ground on feet. (5) Forward

turn-face bar, grasp with both hands, jump up on bar with weight supported by stomach, reverse grip so that palms are under bar with thumbs pointed outward, roll forward and under bar swinging legs over and to the ground. Teacher should help the first few times this is tried.

Horizontal Ladder. (1) Two hands grasping first rung, swing and reach forward with one hand to next rung and then bring rear hand forward so that both hands are grasping second rung. (2) Swing from one rung to next, using only one hand on each rung. (3) Same, except skip a rung. (4) Hang by both hands, but with palm of left hand facing body. Release right hand and rotate the body by swinging the right arm backward and around to catch the next rung ahead. Reverse this procedure by swinging left arm backward and around and so on to end of ladder. (5) Side traveling--grasp one side of ladder with both hands and slide one hand at a time to end of ladder. (6) Forward traveling--using outside bars grasp both side bars and move first one hand and then the other in small steps until the far end is reached.

When dropping to the ground from the apparatus the legs should be bent at the knees to absorb shock.

Balance Beam. Objective: To strengthen the ankles and leg muscles and to develop balance, poise, and correct placement of feet in walking. Activities: (1) Start at end of beam and walk forward to other end. (2) Same, except turn at other end and walk back to starting point, (3) Walk to middle, bend to squatting position, come back to erect position, and continue walking to end of beam. (4) Walk sideways from one end to other. (5) Walk from one to other in a crouched position. (6) Walk to end of beam, balance on one foot and extend arm sidewards and one leg up a foot or two above the beam (airplane).

Notes on Use of Balance Beam: (a) Teacher must organize activity around balance beam or children will lose interest in a short time, (b) beam should be marked off in feet -- this makes it possible to organize an achievement program with any number of children. Numerous types of contacts can be developed that will motivate children to use the beam frequently.

SKILLS TO BE INTEGRATED WITH A VISUAL PERCEPTION WORKSHEET

All areas of visual perception
Three-dimensional activities
Body awareness
Verbal expression
Visual reception
Visual memory
Auditory memory
Concept formation
Auditory discrimination
Movement
Imagery
Following directions
Following a logical sequence
Visual sequential memory
Reading and phonics
Number
Similarities and differences
Opposites
Analogies
Nonsense statements
Speaking in complete sentences
"not" sentences

Visual Training : Checklist

An alert classroom teacher will have much evidence that a child is having visual problems. Among the most common observable indicators which are readily picked up in the classroom are these :

( ) Unusual fatigue or restlessness after maintaining visual concentration

( ) Complains of letters or lines "running together" or "jumping around"

( ) Complains of blur while reading or writing

( ) Blinks excessively

( ) Frowns, scowls, or squints

( ) Holds book closer than normal

( ) Moves head while reading

( ) Covers or closes one eye

( ) Avoids close work

( ) Has short attention span

( ) Tilts head to one side

( ) Rubs eyes frequently

( ) Rests head on his arm when writing

( ) Assumes improper or awkward posture while reading or writing

( ) Thrusts head forward or backward while looking at distant objects

( ) Turns one eye in or out at anytime; cannot converge

( ) Excessive tearing of the eyes, frequent styes, reddened eyes or lids

( ) Headaches in forehead or temples

( ) Slowness in all schoolwork; unusual awkwardness

( ) Complains of seeing double

( ) Repeatedly omits "small" words

( ) Slowness in copying from the chalkboard; or makes errors in copying from reference books to notebook

( ) Large pupils in normal light

( ) Excessive squinting from bright light

( ) Poor eye-hand coordination

( ) Writes crookedly; work is poorly spaced

( ) Uses finger or marker to guide eyes

( ) Skips words or sentences

( ) Rereads lines or phrases

( ) Confusion of similar words

( ) Says words aloud or moves lips; reads too slowly

( ) Misaligns both horizontal and vertical series of numbers

( ) Repeatedly confuses right-left directions

( ) Fails to recognize same word in next sentence or different book

( ) Comprehension poorer as reading continues or loses interest quickly; poor ability to remember what is read.

VISUAL PERCEPTION

1) Circle five areas of visual perception:

visual acuity figure ground shadowing

eye-motor coordination spatial relations

form constancy eye-tracking position in space

2) A visual perceptual problem means that you
   a) do not have 20-20 vision
   b) are mentally retarded
   c) need glasses
   d) cannot get meaning from what your eyes see

3) The normal period of maximum visual perceptual development ranges from about:
   a) 6 mo. - 1 year
   b) 2-6 years
   c) 3 1/2 - 7 1/2 years
   d) 7 - 11 years

4) The area of visual perception involving the ability to focus on the most important stimuli you see is:
   a) eye-motor coordination
   b) figure ground
   c) visual flexibility
   d) shadowing

5) The area of visual perception involving the ability to perceive the position of two or more objects in relation to each other is
   a) position in space
   b) spatial relations
   c) visual flexibility
   d) form constancy

6) The area of visual perception involving the ability to combine sight with movements of the body is:
   a) eye-tracking
   b) eye-motor coordination
   c) shadowing
   d) form constancy

7) The area of visual perception involving the ability to recognize an object even if its shape, position, or size has been altered is:
   a) position in space
   b) spatial relations
   c) form constancy
   d) visual acuity

8) The area of visual perception involving the ability to perceive an object as being behind, above, below, etc. of oneself is:
   a) position in space
   b) spatial relations
   c) visual acuity
   d) shadow perception

9) Unusual and improper pencil grasp could indicate a problem in:
   a) form constancy
   b) figure ground
   c) eye-motor coordination
   d) visual acuity

10) To train the problem in #9, an activity that would <u>not</u> be helpful is:
   a) riding a bicycle
   b) cutting
   c) hanging clothes pins
   d) bead stringing

11) Omissions of letters or words while reading aloud or silently could indicate a problem in:
   a) flexibility
   b) shadowing
   c) form constancy
   d) figure ground

12) To train the problem in #11, an activity that would not be helpful is:
   a) sorting objects
   b) using fine print texts
   c) writing words in different colors
   d) finding specific objects in the room

13) Visual confusion (u for n, d for b, etc.) could indicate a problem in:
   a) position in space
   b) spatial relations
   c) figure ground
   d) visual acuity

14) To train the problem in #13, an activity that would not be helpful is:
   a) scrambled letter activities
   b) identifying right and left
   c) learning cursive as soon as possible
   d) using a weighted arm band

15) When copying from the board or reading aloud, reversals of letter order in words (was for saw) could indicate a problem in:
   a) shadowing
   b) spatial relations
   c) form constancy
   d) position in space

16) To train the problem in #15, an activity that would not be helpful is:
   a) pairing words to be learned in a lesson (was, saw)
   b) copying block patterns
   c) Geo-board activities
   d) mirror pattern activities

17) Please indicate any areas of work in the classroom where you feel I could be of help?_____

HANDOUT FOR LECTURES ON AUDITORY PERCEPTION TRAINING

TERMS USED IN DISCUSSION OF AUDITION:

1) AUDITORY ACUITY: MEASURE OF SENSITIVITY OF THE EAR TO SOUND. CHILD'S ABILITY TO HEAR SOUND.

2) AUDITORY PERCEPTION: ABILITY TO INTERPRET AUDITORY STIMULI. "SET OF VARIABLES THAT INTERVENE BETWEEN SENSORY STIMULUS AND AWARENESS. PROCESS OF DISCRIMINATION AMONG STIMULI AND THEIR INTEGRATION AT A CORTICAL LEVEL INTO MEANINGFUL PATTERNS." (OSGOOD, 1959)

3) AUDITORY ATTENTION: SELECTION OF CERTAIN ASPECTS OF THE AUDITORY STIMULUS. FOCUSING AND NARROWING INCOMING STIMULI. AUDITORY ATTENTION AFFECTED BY:
   A) PHYSICAL CHARACTERISTICS: INTENSITY, FREQUENCY
   B) LANGUAGE CHARACTERISTICS: MEANINGFULNESS, LINGUISTIC PROBABILITY.

SELECTIVE AUDITORY ATTENTION: ABILITY TO FOCUS ON PARTICULAR STIMULUS (E.G. SPEECH VS. BACKGROUND) IN ORDER TO SEPARATE FIGURE FROM GROUND.

4) AUDITORY DISCRIMINATION: ABILITY TO DISCERN FINE DIFFERENCES IN AUDITORY STIMULI.

5) AUDITORY LOCALIZATION: THE ABILITY TO LOCATE SOURCE OF SOUND.

6) AUDITORY SKILLS:

A) AWARENESS: WAS THERE SOUND?
B) FOCUS. WHERE WAS IT?
C) FIGURE GROUND: WAS THERE MORE THAN ONE SOUND?
D) DISCRIMINATION: WERE THE SOUNDS THE SAME?
E) SEQUENCING AND SYNTHESIZING: WHAT WAS THE SEQUENCE OF SOUNDS? WHAT WAS THE LENGTH OF TIME BETWEEN THE SOUNDS?
F) SCANNING: HAVE I HEARD THAT SOUND BEFORE? WHERE HAVE I HEARD IT?
G) CLASSIFICATION: WHAT DO SOUNDS AND WORDS MEAN?
H) AUDITORY MEMORY

EXAMPLES OF THE COLOR CODING METHOD

COLOR CODING HAS PROVED HELPFUL IN TEACHING READING AND SPELLING TO CHILDREN WITH DISABILITIES IN SPATIAL RELATIONS AND VISUAL SEQUENCING. IN THE METHOD USED AT THE FROSTIG CENTER, THE SAME COLOR IS NOT USED CONSISTENDLY FOR A PARTICULAR SOUND, BUT RATHER A COLOR CHANGE DENOTES A CHANGE OF SOUND.

TEACHERS MAY WRITE SHORT VOWELS IN RED AND LONG VOWELS IN GREEN. DIPTHONGS AND DIGRAPHS ARE WRITTEN IN JUST ONE COLOR SILENT LETTERS ARE STIPPLED.

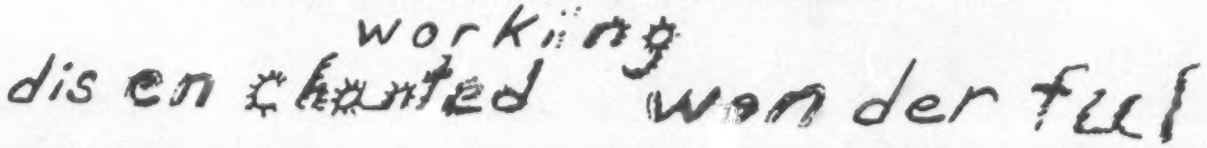
(EACH SOUND IN A DIFFERENT COLOR)

(OO, A DIPTHONG, IS HEARD AS THE SAME SOUND)

(DIGRAPHS ARE WRITTEN IN ONE COLOR)

(SILENT LETTERS ARE STIPPLED)

THE COLOR CUE METHOD CAN BE USED FOR STUDY OF SYLLABIFICATION, PREFIXES AND SUFFIXES:



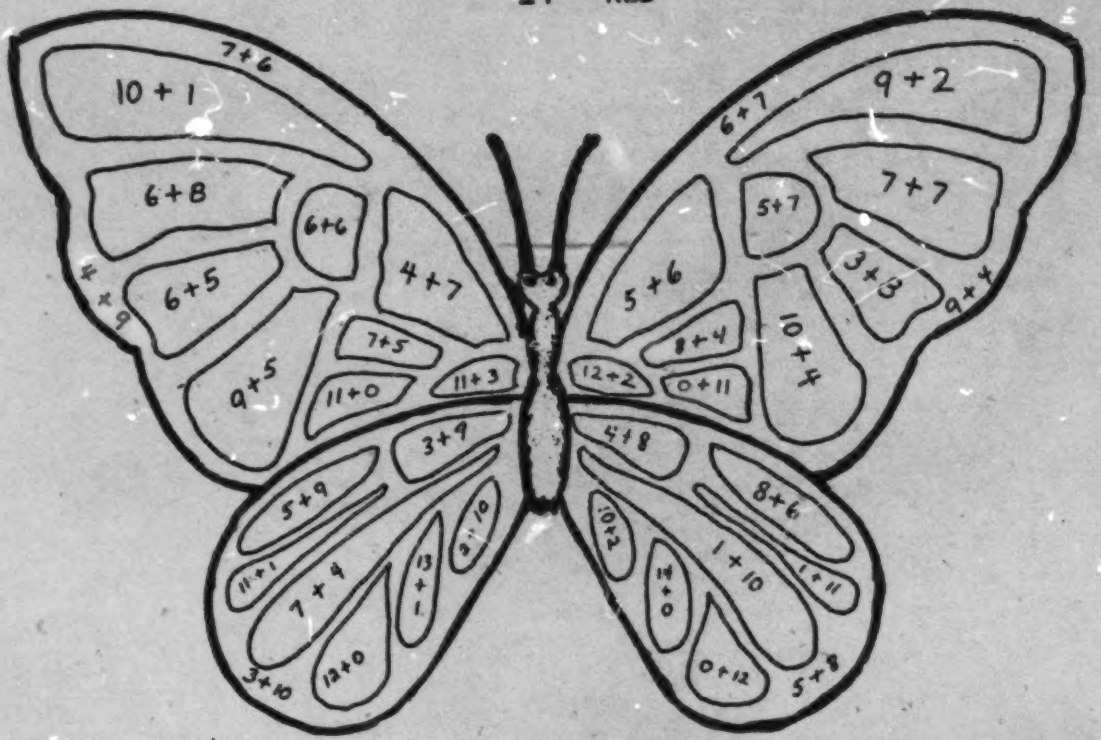
AFTER THE WORD IS ANALYZED AND PRESENTED IN COLOR, THE TRANSFER TO ONE COLOR MUST BE MADE IMMEDIATELY SO THAT THE CHILD WILL LEARN TO SYNTHESIZE THE WORD AND RECOGNIZE IT AS A WHOLE. THE TEACHER MAY COLOR CODE ONE SIDE OF A FLASH CARD AND WRITE THE WORD IN ALL BLACK ON THE BACK.

11 - YELLOW

12 - ORANGE

13 - BROWN

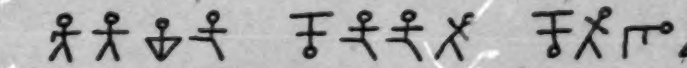
14 - RED



EXAMPLE A

EXAMPLE B

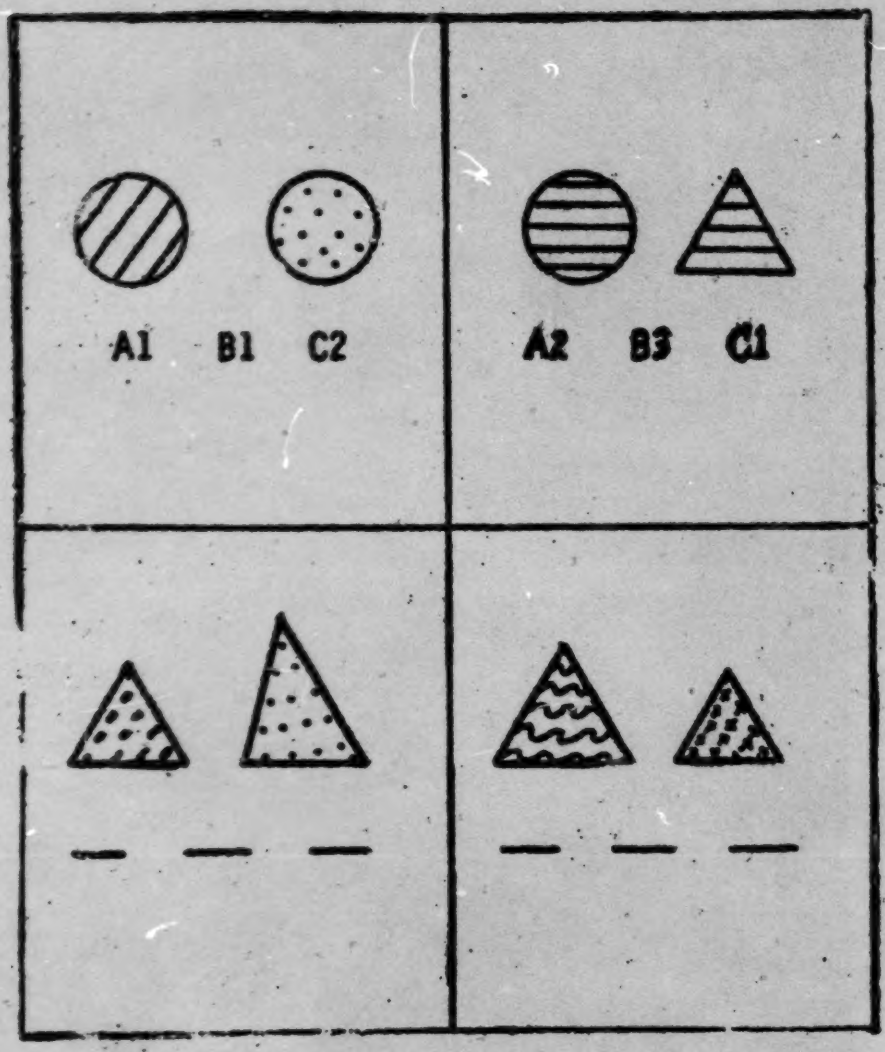
a	h	o	v
b	i	p	w
c	j	q	x
d	k	r	x
e	l	s	z
f	m	t	
g	n	u	



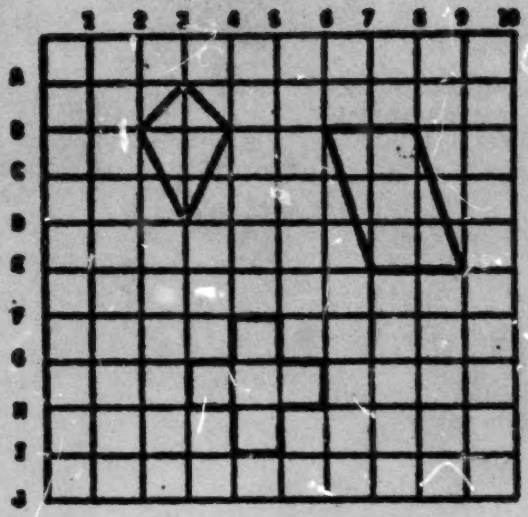
EXAMPLE C

A = SHAPE
B = SIZE
C = PATTERN

1 = SAME
2 = DIFFERENT
3 = SIMILAR



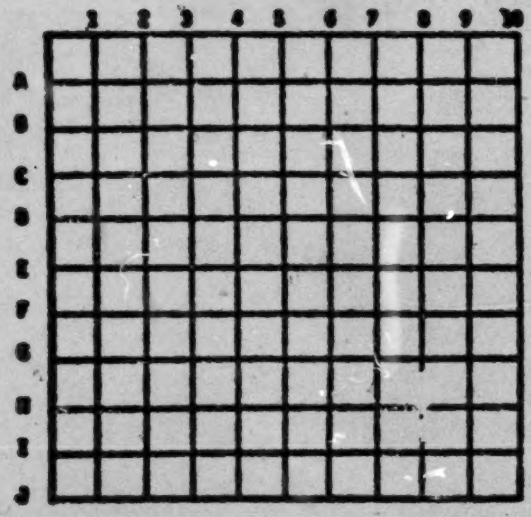
EXAMPLE D



THE VERTICAL LINES OF THE GRID ARE LABELED WITH THE LETTERS A-J, AND THE HORIZONTAL LINES OF THE GRID ARE LABELED WITH THE NUMBERS 1-10 AS SHOWN.

NOW THE POINTS OF INTERSECTION CAN BE IDENTIFIED BY A CODE LETTER-NUMBER COMBINATION. THE SMALLER FIGURE ON THE GRID CAN BE IDENTIFIED BY ITS FOUR POINTS: A3, B4, D5, B2. BY DRAWING LINES TO CONNECT THESE CODED POINTS, A DUPLICATE OF THIS FIGURE COULD BE PLACED ON THE LOWER GRID.

STUDENTS MAY WORK IN PAIRS. GIVE ONE STUDENT A GRID WITH THE FIGURES TO BE CODED AND THE OTHER STUDENT A BLANK GRID. BOTH GRIDS MUST HAVE THE SAME LABELING OF A-J AND 1-10. THE FIRST STUDENT TRANSLATES THE FIGURES INTO CODE AND GIVES THE CODE TO THE SECOND STUDENT WHO DECODES THIS INFORMATION BY DRAWING THE FIGURE ON HIS BLANK GRID.



EXAMPLE E

VJKU	KU	VJG	NCUV	VKOG	YG	YKNN
CNN	DG	VQIGVJGT	OP	UWPFCA		
LQJP	YKNN	DG	IQKPI	VQ	IGTOCPA	OCTA
YKNN	DG	IQKDI	VQ	GPENCPF	CPF	K
YKNN	DG	UVCAKPI	JGTG			

(THIS IS THE LAST TIME WE WILL ALL BE TOGETHER ON SUNDAY, JOHN WILL BE GOING TO GERMANY, MARY WILL BE GOING TO ENGLAND, AND I WILL BE STAYING HERE.)

E	A	T
A	R	E
T	E	A

TEA, ARE, EAT

RED, ARE, CAR

TASK: ARRANGE THE WORDS ON EACH LINE INTO A WORD SQUARE SO THAT THE WORD CAN BE READ ACROSS AND DOWN.

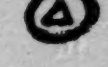
Code

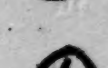
A -

B -

C -

D -

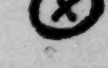
E - 

F - 

G -

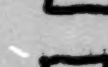
H -

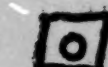
I -

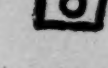
J - 

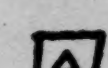
K -

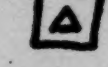
L -

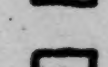
M - 

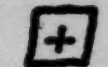
N - 

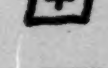
O - 

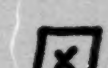
P - 

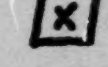
Q - 

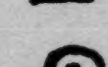
R - 

S - 

T - 

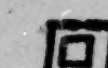
U - 

V - 

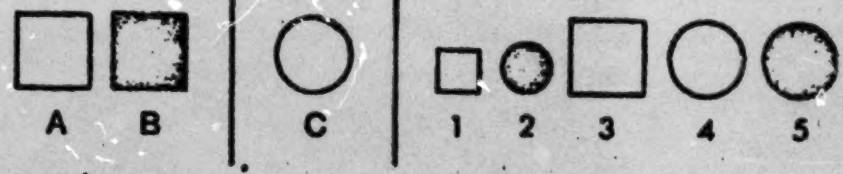
W - 

X -

Y -

Z - 

IN THIS EXAMPLE, NUMBER FIVE IS THE CORRECT ANSWER. B CHANGES BY SHADING, SO C CHANGES BY SHADING ALSO.

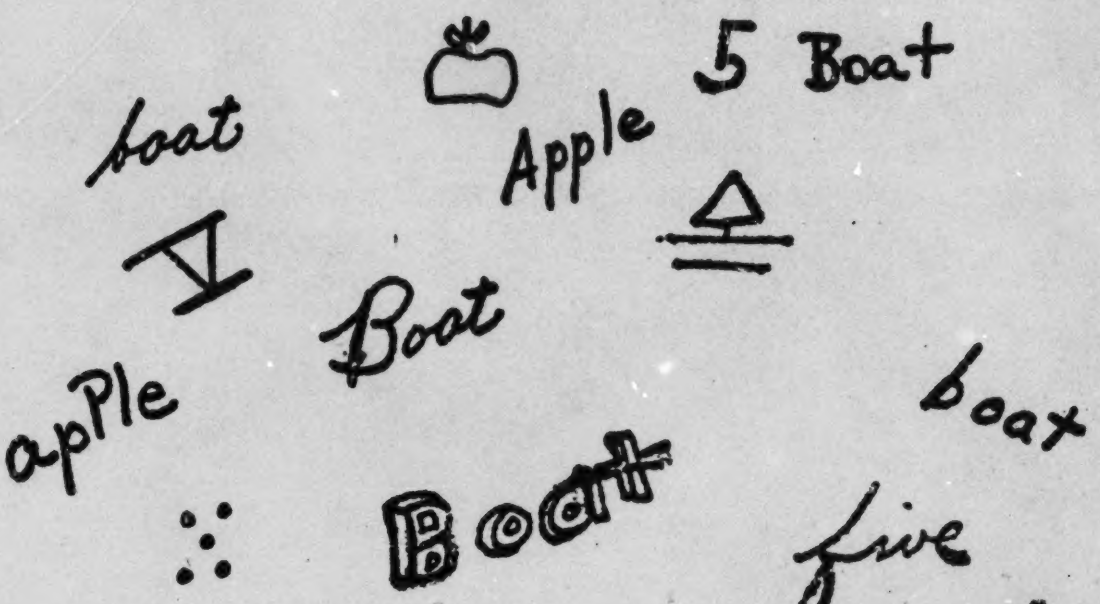


Analogies

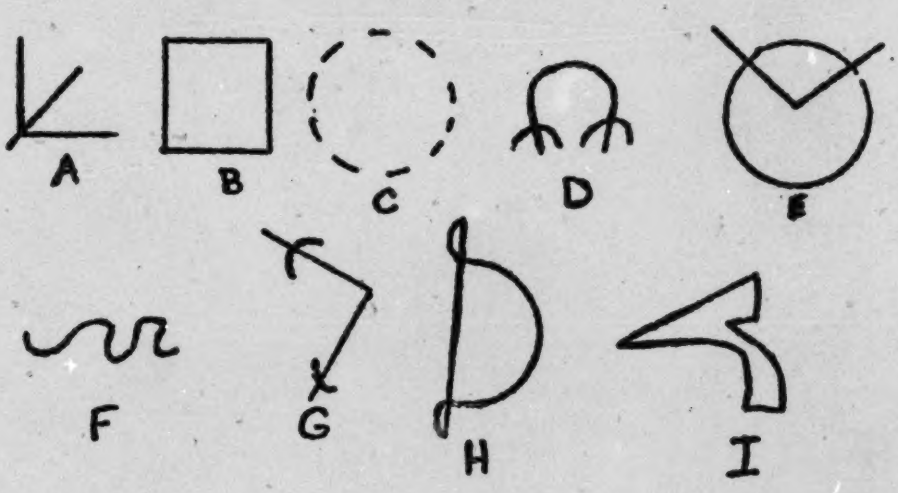
A is to B as C is to ?

TRY SOME! CIRCLE THE ANSWER YOU THINK IS CORRECT.

1	A	B	C	1	2	3	4	5
2	A	B	C	1	2	3	4	5
3	A	B	C	1	2	3	4	5
4	A	B	C	1	2	3	4	5
5	A	B	C	1	2	3	4	5
6	A	B	C	1	2	3	4	5



(1) DRAW A RED CIRCLE AROUND EACH OF THE FIVES.
(2) DRAW A GREEN LINE UNDER EACH OF THE BOATS.
(3) CROSS OUT ALL OF THE APPLES.



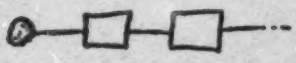
(1) EXAMINE THE FIGURES CAREFULLY.
(2) GROUP THE FIGURES INTO CLASSES BASED ON SIMILARITIES.
(3) EXAMPLE: A, G, E, H = INTERSECTING LINES.

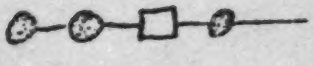
REASON TEASIN'

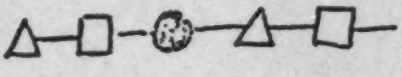
THERE ARE MORE OF THESE IN BOOKS 2, 3, AND 4.

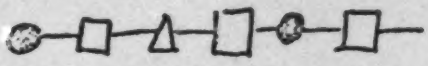
1	A	B	C	1	2	3	4	5
2	A	B	C	1	2	3	4	5.
3	A	B	C	1	2	3	4	5
4	A	B	C	1	2	3	4	5
5	A	B	C	1	2	3	4	5
6	A	B	C	1	2	3	4	5
7	A	B	C	1	2	3	4	5

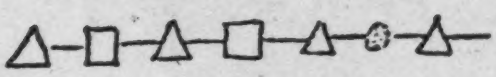
TASK: COMPLETE THE PATTERNS.

1) 

2) 

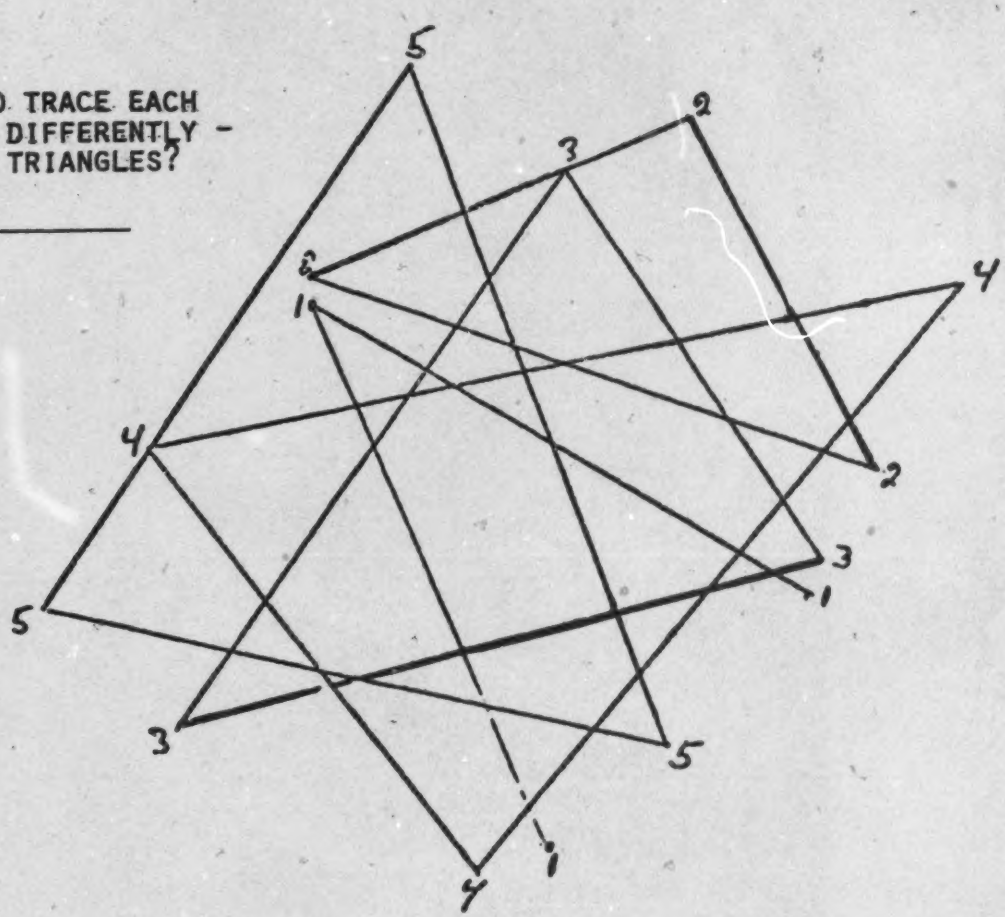
3) 

4) 

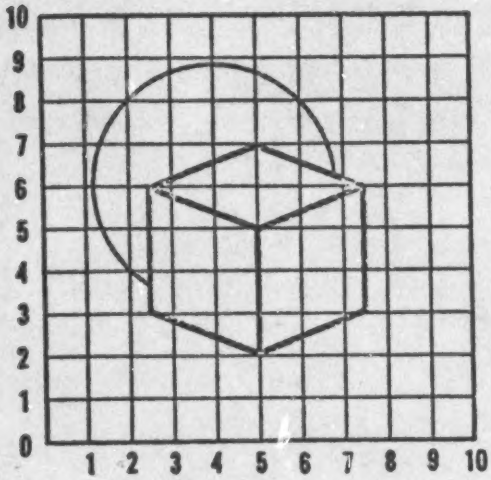
5) 

COLOR AND TRACE EACH TRIANGLE DIFFERENTLY - HOW MANY TRIANGLES?

_____



PROPORTIONAL DRAWING

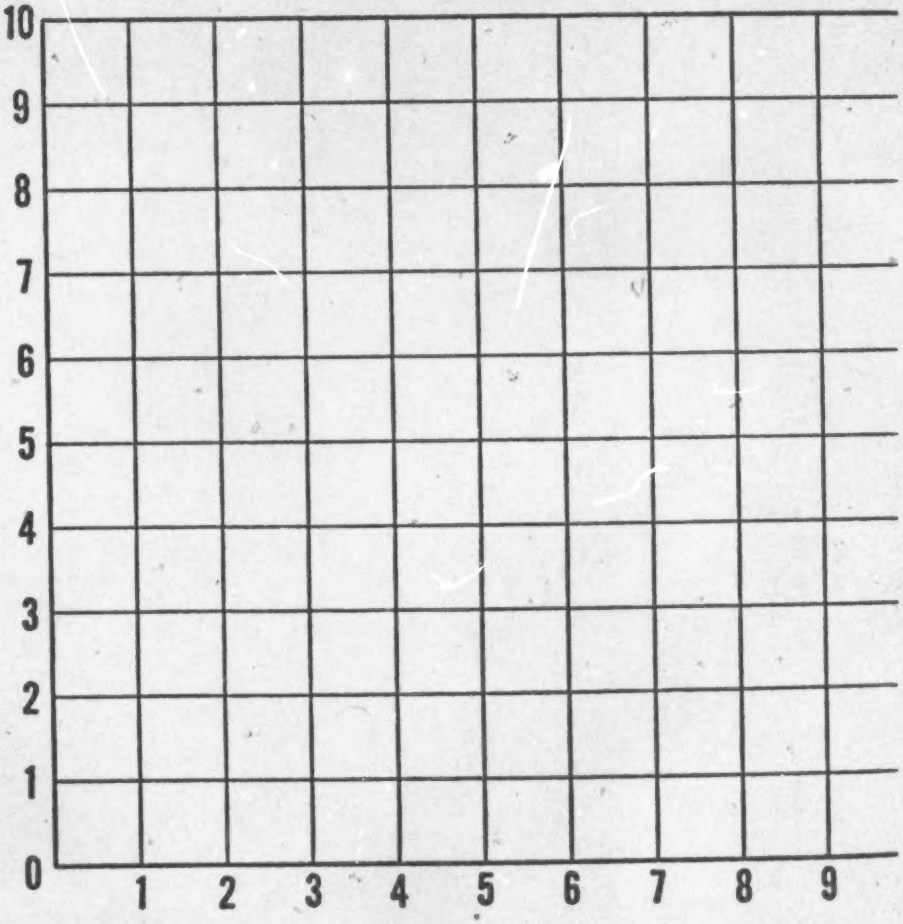


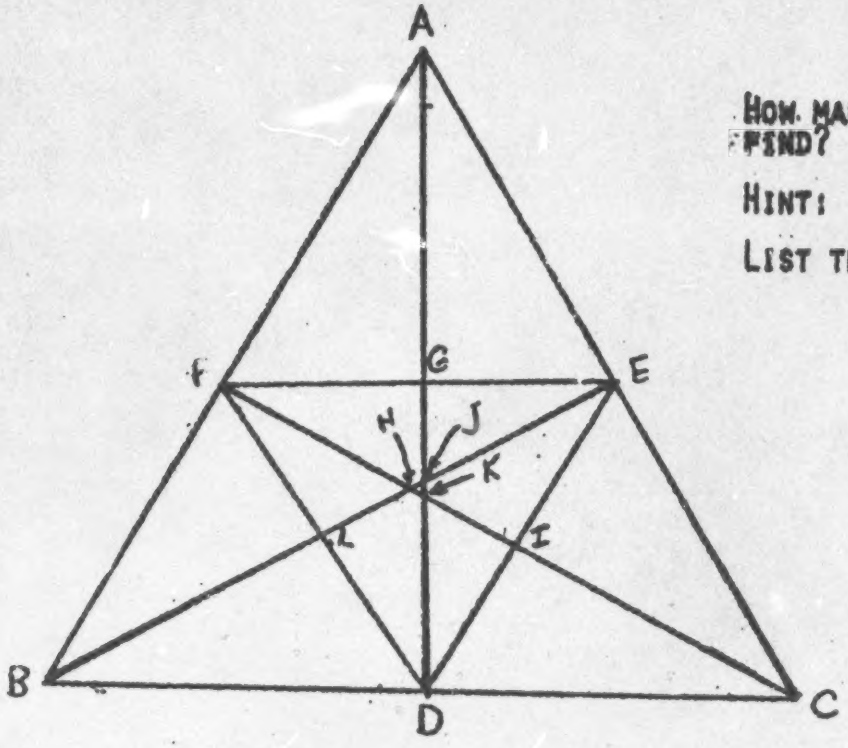
YOU CAN MAKE AN ENLARGEMENT OF THE DRAWING AT THE LEFT USING THE GRID BELOW.

PLACE ALL OF THE CORNERS OF THE CUBE ON THE SAME CORRESPONDING POINTS BELOW...THEN CONNECT THE POINTS.

THE EDGES OF THE CUBE YOU DRAW SHOULD BE TWICE THE LENGTH OF THE EDGES IN THE FIGURE ABOVE.

TRUE.



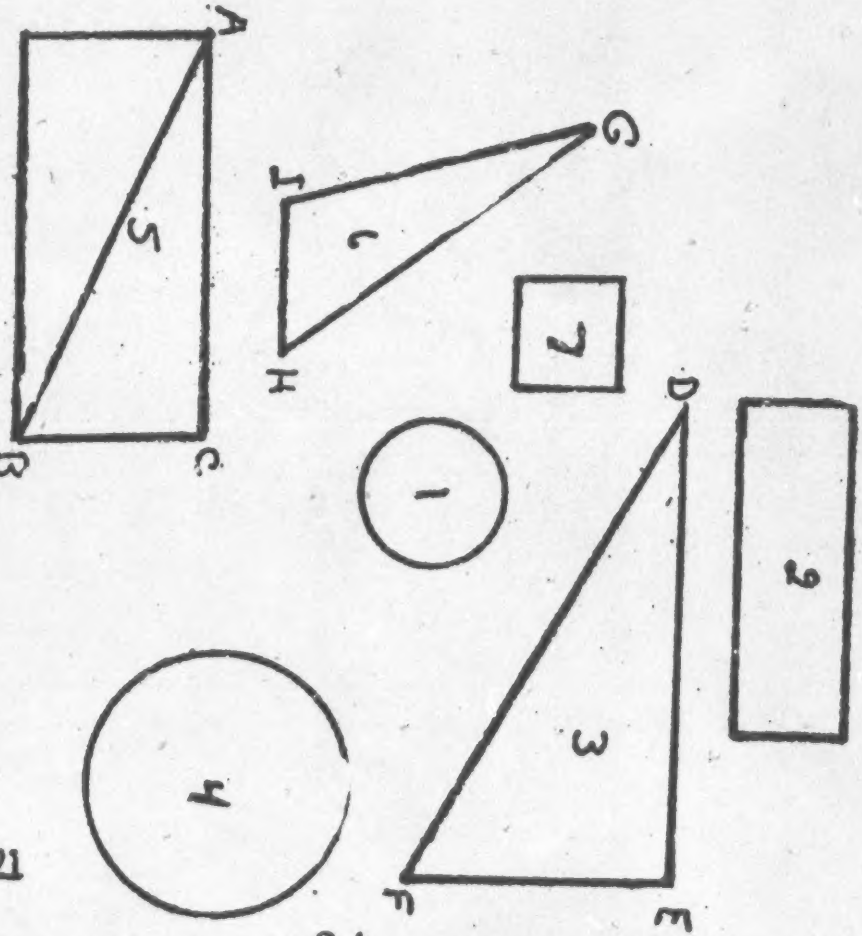


HOW MANY TRIANGLES CAN YOU FIND?

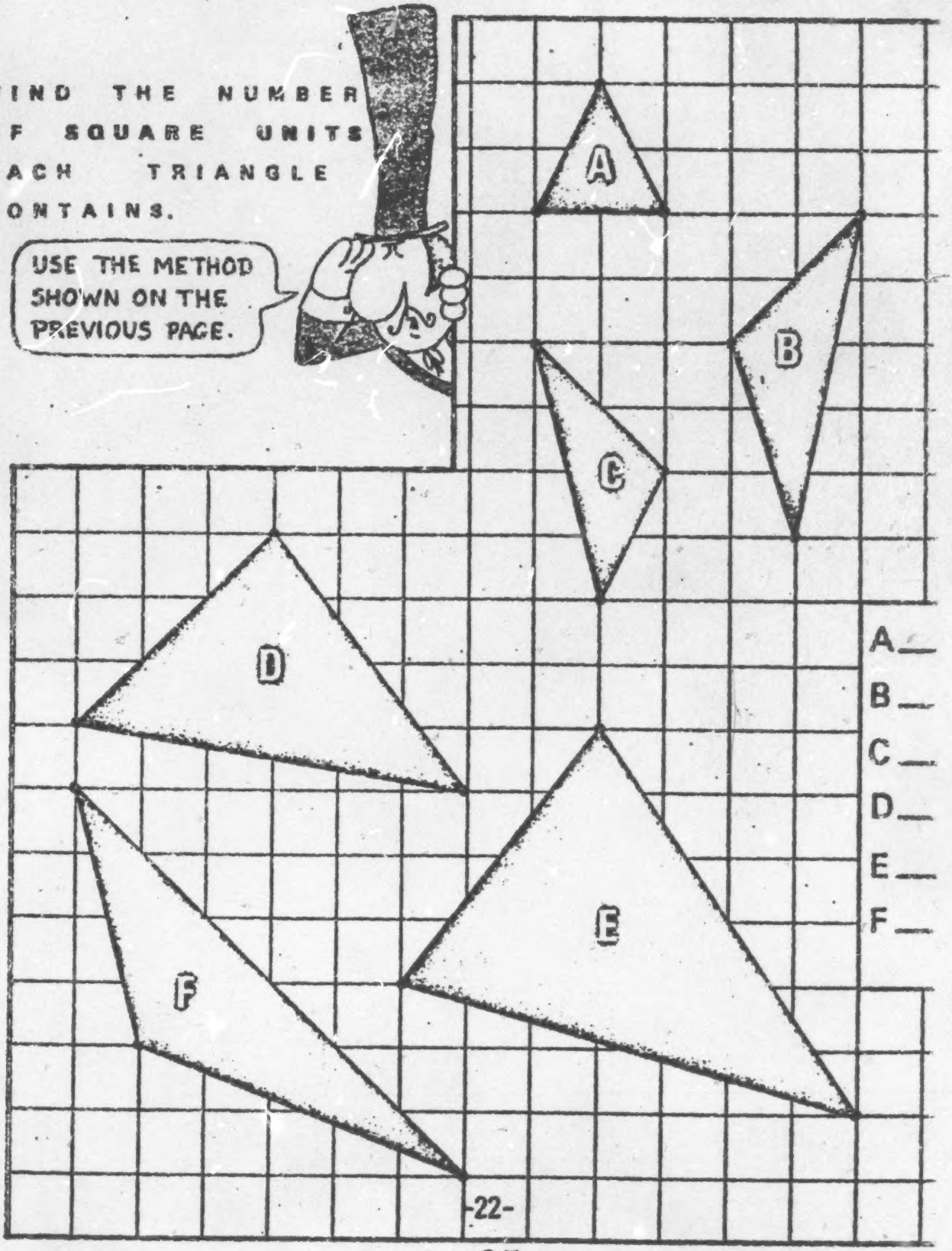
HINT: BETWEEN 30 & 40

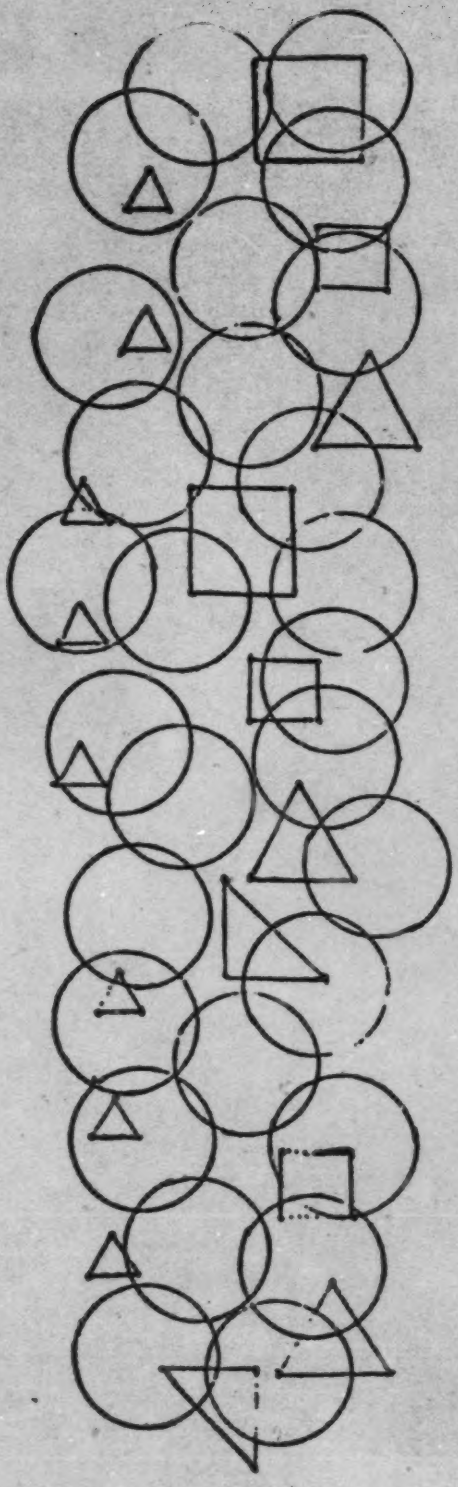
LIST THEM BELOW:

1. WHICH IS THE LARGEST CIRCLE?
2. WHICH IS THE LARGEST TRIANGLE?
3. WHICH IS THE SMALLEST CIRCLE?
4. WHICH IS THE SMALLEST TRIANGLE?
5. HOW ARE ∠2 AND ∠3 ALIKE?
6. HOW ARE ∠2 AND ∠3 DIFFERENT?
7. IS LINE A B LONGER THAN A C??
8. IS LINE D F LONGER THAN G I??
9. IS LINE D E LONGER THAN A B?



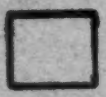
FIND THE NUMBER OF SQUARE UNITS EACH TRIANGLE CONTAINS.





1) How many 's:_____

Color them red.

2) How many  's:_____

Color them blue.

ALPHABET SPEED DRILL II

SKILLS TAUGHT: INCREASE SPEED AND EASE IN USING THE ALPHABET, ALPHABETIZING, AND DICTIONARY OR REFERENCE SKILLS.

DIRECTIONS: PLACE THE LETTER/S OF THE ALPHABET THAT COME BEFORE, AFTER, OR BETWEEN AS INDICATED. GO AS FAST AS YOU CAN WITHOUT MAKING ERRORS.

U ____ W ____ M ____ Q ____ S C ____ E B ____ D

____ K ____ ____ O ____ I ____ K ____ H ____

P ____ R G ____ I ____ R ____ M ____ P

____ F ____ A ____ C ____ L ____ ____ S ____

V ____ X ____ E ____ X ____ Z J ____ L

____ U ____ F ____ H ____ W ____

F ____ H ____ P ____ ____ Y ____ O ____ Q

____ T ____ V ____ X S ____ U ____ B ____

L ____ N ____ G ____ ____ J ____ X ____ Z

____ R ____ U ____ W E ____ G ____ R ____

C ____ E ____ N ____ ____ M ____ D ____ F

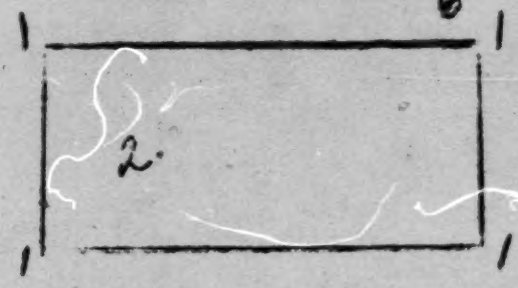
I ____ K A ____ C Q ____ S ____ K ____

FIND AND CIRCLE THE WORDS WHICH COULD BE MADE BY REARRANGING THE LETTERS OF A GIVEN WORD AT THE TOP OF THE LIST.

1) AMEN	2) STRAW	3) EAGER	4) PLEATS	5) PETALS
MEANT	TRAPS	RAGES	SLEPT	STEPS
(MEAN)	(WARTS)	AGREE	STAPLE	TAPES
(NAME)	SPORT	GREAT	PLATES	PASTEL

6) WORDS	7) PEARS	8) RESET	9) ASSET
DOORS	SPARE	SETTER	TEASE
DRAWS	PARTS	TREES	STATE
SWORD	REAPS	TEASE	TASTE

CONNECT THE SAME NUMBERS TO EACH.

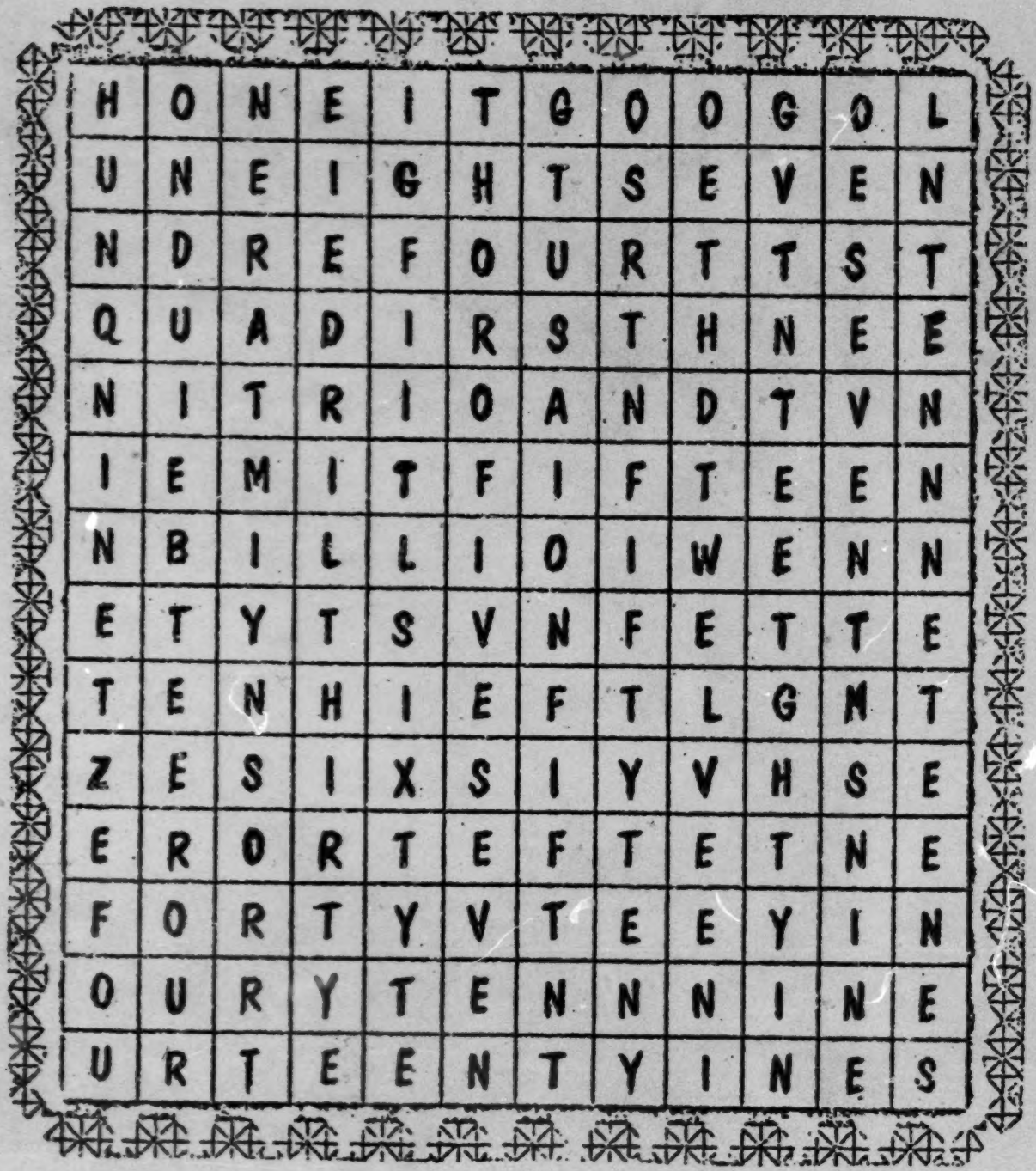


WHAT DO YOU FIND?

CONNECT THE SAME NUMBERS TO EACH. WHAT DO YOU FIND?

NAME GAME

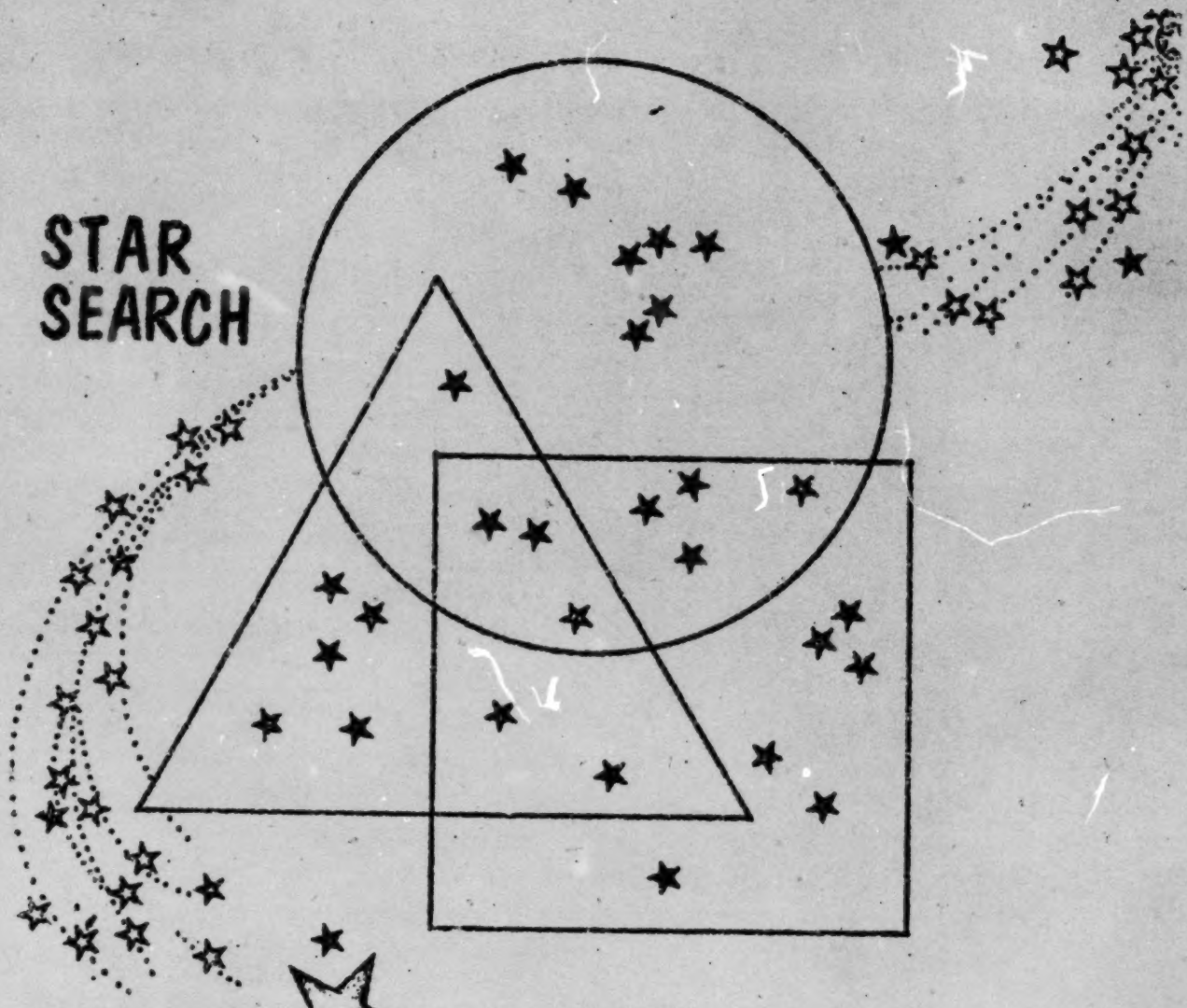
CAN YOU FIND 25 DIFFERENT NUMBER WORDS?



H	O	N	E	I	T	G	O	O	G	O	L
U	N	E	I	G	H	T	S	E	V	E	N
N	D	R	E	F	O	U	R	T	T	S	T
Q	U	A	D	I	R	S	T	H	N	E	E
N	I	T	R	I	O	A	N	D	T	V	N
I	E	M	I	T	F	I	F	T	E	E	N
N	B	I	L	L	I	O	I	W	E	N	N
E	T	Y	T	S	V	N	F	E	T	T	E
T	E	N	H	I	E	F	T	L	G	M	T
Z	E	S	I	X	S	I	Y	V	H	S	E
E	R	O	R	T	E	F	T	E	T	N	E
F	O	R	T	Y	V	T	E	E	Y	I	N
O	U	R	Y	T	E	N	N	N	I	N	E
U	R	T	E	E	N	T	Y	I	N	E	S

HORIZONTAL VERTICAL OR ZIG-ZAG

STAR SEARCH



HOW MANY ★S ARE THERE?

____ 1) IN THE CIRCLE, BUT NOT IN THE SQUARE OR TRIANGLE?
____ 2) IN THE SQUARE, BUT NOT IN THE TRIANGLE OR CIRCLE?
____ 3) COMMON TO THE TRIANGLE AND CIRCLE, BUT NOT THE SQUARE?
____ 4) COMMON TO THE SQUARE AND CIRCLE, BUT NOT THE TRIANGLE?
____ 5) IN THE TRIANGLE, BUT NOT IN THE SQUARE OR CIRCLE?
____ 6) COMMON TO THE TRIANGLE AND SQUARE, BUT NOT THE CIRCLE?
____ 7) COMMON TO THE CIRCLE, SQUARE AND TRIANGLE?

SEEK AND FIND THE HIDDEN ANIMALS

THE NAMES OF 50 ANIMALS CAN BE FOUND BELOW. THE NAMES APPEAR IN FIVE DIRECTIONS - FORWARD, BACKWARD, UP, DOWN AND SOME MAY BE DIAGONAL. SOME NAMES MAY OVERLAP OTHERS. CIRCLE EACH NAME, OR BOX IT IN.

L E R R I U Q S C O U G A R E H P O G O P

I A L A O K A Y O B L I N C O C C A R U X

O L E X U O B I R A C F O E Y E U D E E R

G L L A M A A S G B P H C H G D M W G D E

L I I M S R D A Q G O R I L A E V D P G L

E H R L U L R I M U S S O P O M D S A F X

H C P A G X A R O L E X P J M C F K B C T

R N O E F O P M L J P A N D A U G U M Y N

L I O N E F G K E M O N Y I T E N N E M I

E H U E S A S H S R L X L B O S L K L Z P

C C C N O H L Y N X E D B I J O N X E G P

O H H I O B E J O N T K O N G O A T S U O

R I T P M C N K E Y N L B W D G V X R Y P

A M N U K U R G O T A Z C N J N K T O B O

O P A C A M E L N F P W A V G O D A H F T

N A H R K I X T F R E T T O I M N F D I A

A D P O Q N L U Q A X O R H P D B S B O M

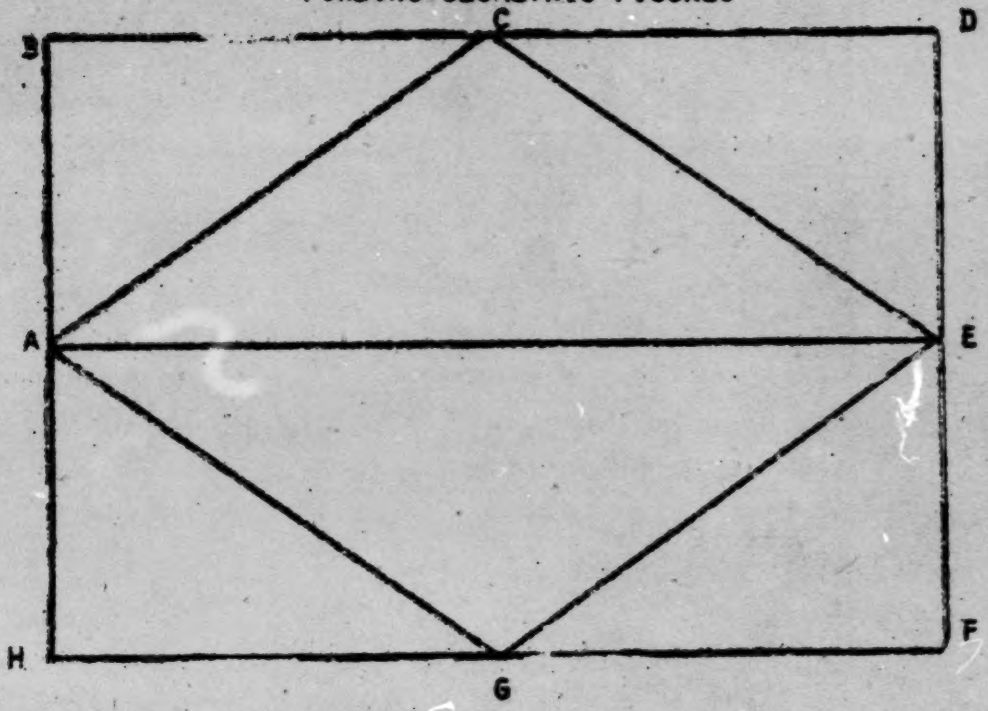
K Z E P U K B I S O N I G Y E T V B U W U

C B L K Y W M C J A G U A R E V A E B C S

R E E D N I E R T U E C S F A R C A E R F

S O R E C O M I E R V A X S S N A R B A Z

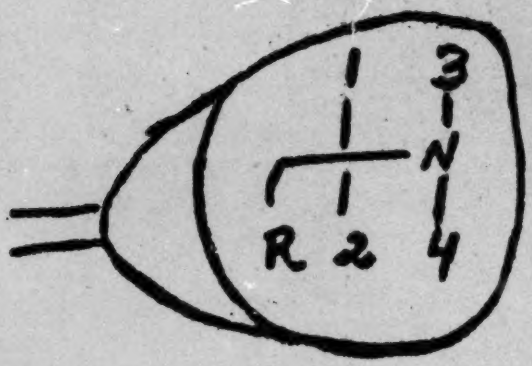
FINDING GEOMETRIC FIGURES



IN THE ABOVE FIGURE, FIND AND NAME BY LETTERS ALL OF THE FOLLOWING GEOMETRIC FIGURES LISTED BELOW. THE NUMBERS IN PARENTHESES INDICATE THE TOTAL NUMBER OF EACH FIGURE THAT CAN BE FOUND. REMEMBER, YOU CAN ONLY USE THE SAME SET OF LETTERS ONCE UNDER ANY ONE FIGURE. EACH SET OF LETTERS MUST NAME A DIFFERENT FIGURE.

RECTANGLES (3)	TRIANGLES (6)	PENTAGONS (12)	RHOMBUS (1)	TRAPEZOIDS

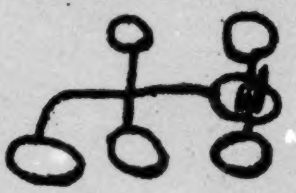
GIVEN: GEAR SHIFT



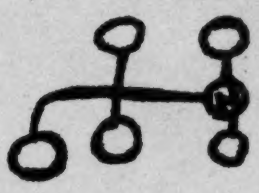
R = REVERSE
1 = SLOWEST FORWARD
2 = SLOWER FORWARD
3 = FASTER FORWARD
4 = FASTEST FORWARD
N = NEUTRAL

WHICH GEARS WILL YOU USE?

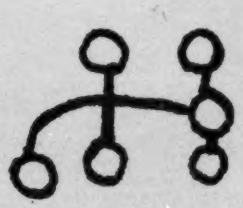
1) START MOTOR



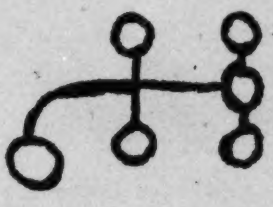
2) BACK UP



3) START- GO ON X-WAY



4) BACK OUT CAR
PARK ON SIDEWALK



-30-

2x5

3x7

13

2x4

5+6

5x4

8x3

7

10-5

4+5

19+3

2x2

3x4

9+7

10+9

17

5x5

26

2x3

13

9x5

9x3

6x3

4x7

29

2x7

5x6

2+1

33

38-4

8x4

5x7

31

6x6

5-3

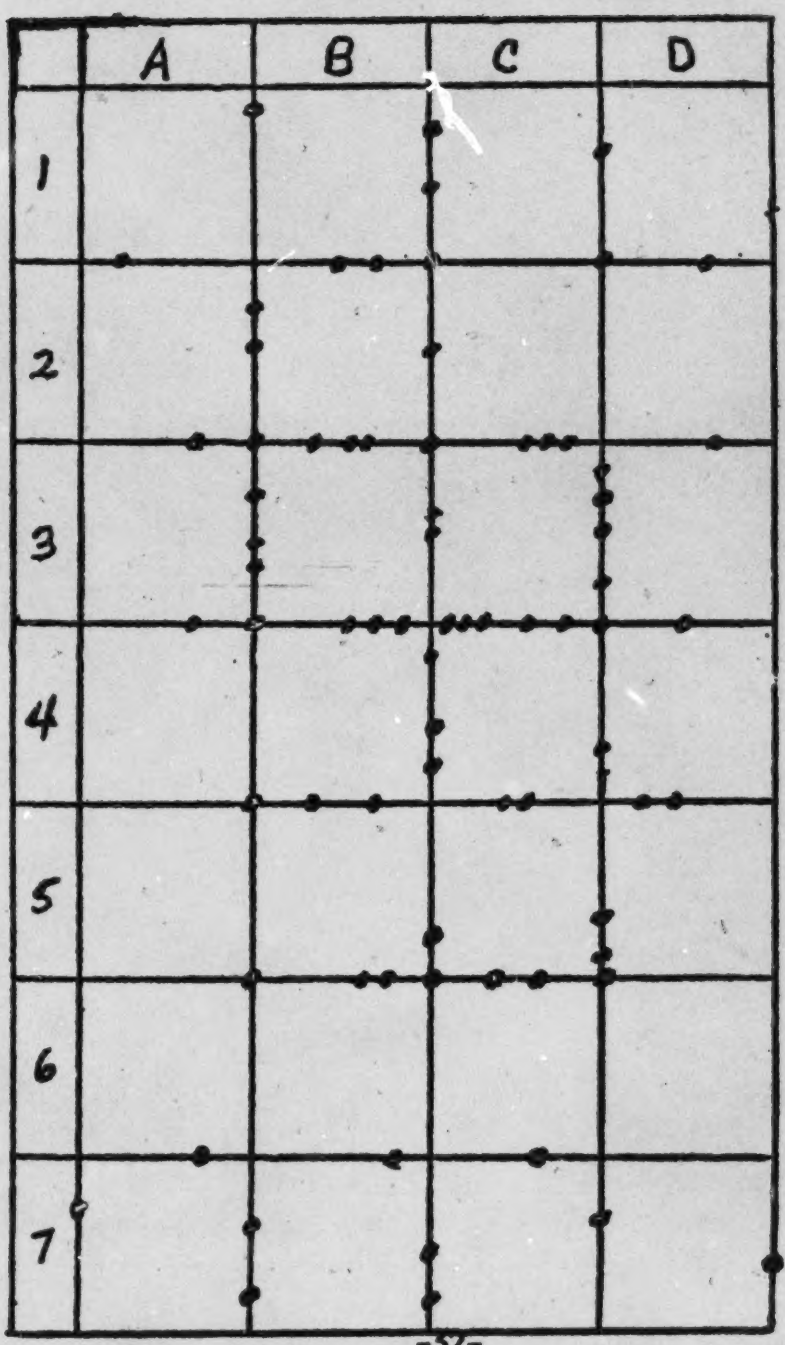
40-3

29+9

10-9

8x5

40-1



-32-